

What's the difference between a poem and a rap? The rhythm! Learn how to transform a poem into spoken word.

Standards listed on next page

Supplies: none

Objective

Students will be able to keep a steady beat and speak text on rhythms.

Outline of Video

1. An important element in spoken word is rhythm. In order to maintain a consistent rhythm, we have to be able to keep a steady beat, or pulse.
2. Practice keeping the pulse by clapping along with the Ms. Liz's drum rhythm! (0:50)
3. After, try the same but with a musical track instead of live drumming (1:30).
4. As the nursery rhyme, Hickory Dickory Dock, is read aloud, listen to how it is read with a rhythmic tone. Speak along with the video, and feel the pulse! (2:35)
5. "Hickory Dickory Dock, the mouse ran up the clock, the mouse struck one, the mouse ran down, Hickory Dickory Dock." (3:00)
6. Now try reading the nursery rhyme with the musical track (3:29).
7. Let's try this with a new poem, "The Wind" by Christina Rossetti first with a steady beat (4:30), then with the musical track (5:00).

Who has seen the wind?
Neither I nor you;
But when the leaves hang trembling
The wind is passing through
Who has seen the wind?
Neither you nor I;
But when the trees bow down their heads
The wind is passing by.

8. DIY: Find a poem and attempt to speak it rhythmically. Feel free to use the provided track at the end of the video to play under your spoken word, or find/create your own. (6:19).

Kentucky Standards:

RF.3.4 b. Fluently read grade-level prose and poetry orally on successive readings.

RF.4.4b. Fluently read grade-level prose and poetry orally on successive readings.

RF.5.4b. Fluently read grade-level prose and poetry orally on successive readings.

Ohio Standards:

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade

RL.2.10 By the end of the year, read and comprehend literature, including stories and

poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas,

and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and

poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas,

and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

RF.3.4b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.5.4b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.